

UTILIZATION OF TRAINING FUND FOR STAFF DEVELOPMENT IN ADAMAWA STATE LOCAL GOVERNMENT SERVICE COMMISSION

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ABSTRACT: *The objective of this paper is to examine the utilization of training fund on staff development in Adamawa State Local Government Service Commission. The paper particularly examines the impact of in-service training, workshops and seminars on staff development. The ex-post factor design was adopted for the study. Secondary data were collected from the annual audited financial statements of the commission from 2010-2014. Descriptive analysis approach was adopted for the analysis of the data. The finding reveals that training fund is very vital for staff development and organizational productivity. Similarly, the finding also reveals that there is inadequate training fund allocated to the commission by the state government. The outcome further showed that workshops programmes conducted for the local Government staff are not only infrequent, but also, hardly take place at strategic periods. The paper therefore, recommends that the commission should be adequately funded in order to organize more and qualitative training such as workshops, in-service training, seminars and conferences to enhance staff capacity for optimal performance and high productivity. Additionally, the training fund allocated to the commission should be exclusively and wholly used for the purpose of organizing workshops and seminars on regular basis. Furthermore, there is a need to make educational qualification as a pre-requisite for recruitment, selection, promotion and placement of workers to enhance their performances.*

KEYWORDS: Training Fund; Staff Development; Organizational Productivity, Workshops; In-Service; Seminars

INTRODUCTION

The greatest asset of any organization is its human resources that ensure achievement of the organization's goal and objective. Consequently, organization should prioritize the development of the human element to maximize talents, skills and ability which will automatically reflects on the organization objectives. However, most organizations have neglected the development of their main asset which is staff development (Okoye & Ezejiolor, 2013). Every organization organizations require a fundamental pulling of human, material and financial resources to accomplish the desired organizational output. However, all other resources cannot be properly articulated for the actualization of the desired goal without the proper human resource. Ezeani, (2006) states that: all activities of any establishment are initiated and determined by the persons who make that institution. Therefore, an organization needs both money to pay its staff and to buy the essential materials or equipment for operation. Hence, management is conceptualized as the process of achieving the goals of the organization by using funds and other resources (Uyi , 2002).

The centrality of effective staff training and development to the efficiency of any organization can hardly be overemphasized. The most prized and valuable asset of any organization is undoubtedly its workforce. However, for the workforce of any organization to perform

optimally, effectively and efficiently, it needs to be equipped with the relevant skill, knowledge and attitude hence; the need for staff development programmes (Flippo, 1984). While emphasizing on the place of training and development programmes in organizations, Pigors & Myers (1981) posited that: No organization can choose whether or not to train its employees. All new employees regardless of their previous training, education and experience need to be introduced to the new employer's work environment and to be shown how to perform specific tasks, moreover, specific occasions for retraining arise when jobs change and new skills must be learned.

The essence of government and administration at local government service commission levels is to ensure effective service delivery to local government employees, by organizing trainings to them. Nevertheless, service delivery at this level in Nigeria is highly deficient due to inadequate of training funding for staff development. This is why Asogwa (2009) in his attempt at evaluating the local Government service commission asserts that though the 1% percent deduction from the local government allocation for staff development is apparently inadequate, however, the author challenges the commission to strive and demonstrate responsiveness and accountability as well as determined to carry out its functions effectively. Additionally, a responsive and determined local government service commission goes an extra mile in sourcing additional fund and persuading institutions to draw development programs for the local government staff. On the other hand, Onah (2008), and Ezeani (2006) have observed that one of the factors constraining effective performance of Local government in Nigeria is inadequate training fund for staff Development.

It is not surprising therefore, that Akpan (1984) perceived Local Governments in Nigeria as graveyards of amateur and inexperienced staff which according to him, resulted in their poor performance and low productivity. These negative workplace attitudes, according to Nwachukwu (2007) are obvious manifestations of the absence of enough training funds in local governments. Thus: Okoli (2000) asserts that, in Nigeria, general policies on the conditions of service of local government employees are made by the state governments and local government service commission which affect the federal government general policy on staff development. However, the public service, particularly local government has suffered from skill obsolescence and attitude short circuit on account of various changes and lack of proper allocation and utilization of funds for staff development which has affected the public service, especially the local government system in Nigeria.

Bagaji (2002) perceived the objective of Local Government Service Commission, as a way to see that there is improvement in the quality of personnel in the local government system. To achieve this loadable objective, training and development are planned experiences designed to equip workers with the requisite knowledge, skills and competences needed to perform their current and future jobs effectively and efficiently by utilizing training fund. This is why the Federal Government of Nigeria, in the 1999 Local Government Reforms Acts, directed all state governments to establish Local Government Service Commission. LGSC is the appointee of the state government; the commission is to control the local government personnel service. Such as; appointing, posting, transfer, discipline, training and retraining. The LGSC is a major stakeholder as regards to staff management in local government in Nigeria. The ability of any organization which LGSC is no exception to achieve its goals and objectives depend largely on the caliber of its financial and human resources and more importantly on how they are effectively and efficiently managed.

In view of the forgoing, the Adamawa State House of Assembly established Adamawa State Local Government Service Commission, on 24th August 2000 by Local Government Service Commission Law, No. 3. The Commission is to oversee and manage the personnel services of appointing, promote, posting, discipline, transfer, as well as training and retraining of local government employees, specifically officers on Grade Level 07 and above. This is done through the 1% Training Fund received from the Ministry for Local Government Affairs.

Nigerian Local Government Service Commission as opined by Asogwa., (2009), is the authorized organ that is saddled with the responsibility of training and retraining of local government employees, especially officers on Grade Level 07 and above with proper application of training funds received from the Ministry for Local Government Affairs, unfortunately the commission is inadequately funded. Consequently, this paper examines the utilization of training fund on staff development in Adamawa state local government service commission. The paper specifically examined the impact of training funds allocated to workshops, in-service training and seminars to enhance employees capacity and capability for better performance and higher productivity.

LITERATURE REVIEW

In Nigerian Local Government system, the Local Government Service Commission of each State is responsible for the training of senior staff of all the Local government areas. The responsibility for training Local Governments' junior staff however lies with the Junior Staff Management Committee of each of the Local Government of the Federation (Egonmwan & Ibodje, 1988; Obi, 2005). In spite of the presence of this training fund for staff development in LGSC, there seems to be strong prima facie evidence that the staff of the Local Government exhibit undesirable workplace dispositions such as, tardiness, excessive absenteeism, lack of interest in the attending workshops, negative attitude to work, and excessive complaints, amongst others (Onah, 2008; Ezeani, 2006; Cole, 1996). These entire negative work-place attitudes, amongst others, are indicative of the absence of impact of training fund in staff development.

Concept of staff development

It is generally accepted that staff development involves the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their responsibility in the organization. O'Leary (1997) argued that staff development activity has to be outcome and process orientated, while Collett and Davidson (1997) suggested that a significant component of staff development is to facilitate change on a personal, professional and institutional level. Webb (1996) highlighted the need for human understanding and recognition that the feelings, emotions, humanity and 'being' of the people involved play an important part in staff development. On the other hand, Thornton and McEntee (1998) viewed staff development as self-development guided by critical questions and practiced within frameworks that can lead to meeting the needs of all persons involved in the process. Essentially, staff development is an on-going process of education, training, learning and support activities and is concerned with helping people to grow within the organizations in which they are employed. Therefore, an emphasis on lifelong learning, personal growth and fulfillment underlines the importance of sustained development, Staff development to enhance human resource competency.

A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees (Lundberg, 1970). Today, competencies are used in many facets of human resource management, ranging from individual selection, development, and performance management to organizational strategic planning (Rodriguez, Patel, Bright, Gregory & Gowing, 2002). Human resource management is an organizational system that incorporates “activities that mobilize and motivate people and that allow them to develop and reach fulfillment in and through work aimed at the achievement of health goals” (WHO, 1989). The core functions of human resource management include: procuring the workforce, structuring work, rewarding staff, controlling staff, training staff, staff participation, and staff exit (Farnham & Horton, 1996).

Concept of Training

Training refers to the process of applying appropriate educational methodology to those situations in which improved performance can result from effective learning. Flippo (1965) on the other hand, defines it “as the act of increasing the knowledge and skills of an employee in doing a particular job.” Dersal (1968) seems to equate training with education; he considers it “the process of teaching, informing, and educating people so that they become well qualified to do their work and to perform in a position of greater difficulty and responsibility.” He goes on: “Training has to be a two-way process. Someone must teach and someone must learn.” On their part, McCormick and Tifflin (1965) regard training as “any planned organized effort that is specifically designed to help individuals develop increasing capabilities.” Training policies should be developed which will provide guidelines on the detailed planning of training, by defining the scope and aims of the training schemes, the basis of the training plans, the procedure for developing formal training schemes, and the methods of evaluating and controlling training.

Also, Monappa & Saiyadain (1979) asserted that an organization’s training policy reflects the commitment of its top management to training, and that such commitment is expressed in the rules and procedure that influence the standard and scope of training in the organization. They further emphasize the fact that training policies are necessary for the purpose of highlighting the organization’s approach to the training function, help in identification of priority areas in training, and to communicate the firm’s intent regarding an employee’s career development.

Bernadin (2007) reiterated that the goal of training is to design the training environment necessary to achieve the objectives of the organisation. The author also adds that the trainer must identify or develop training materials and techniques to be used in the programme after which the appropriate learning environment is designed or selected, and then, the training is conducted.

Similarly, Cole (1993) and Enojo, Ojonemi, and Williams (2016) articulated that some organizations meet their training needs via their training or personnel departments with little reliance on outsiders. However, other organizations, believe in contracting out their training to external providers such as Colleges, Consultants and private training organizations. The author further maintains that some organizations adopt a midway position by adopting both methods.

Ezeani (2004) and Enojo, Ojonemi and Williams (2016) analyzed that in most sub-Saharan African countries, training of Local Governments’ staff is still periodic and unsystematic. The author further posits that there is little emphasis on training for technical and professional staff,

for instance surveyors, accountants, engineers and doctors, and that the emphasis seems to be on the administrative cadre. While emphasizing on the need for suitable, comprehensive, and adequate training policy in organizations, Sachedeva and Sogani (1980), and Enojo, Ojonemi, and Williams (2016) pointed out that; Training policies should be developed which will provide guidelines. Also, Monappa & Saiyadain (1979) asserted that an organization's training policy reflects the commitment of its top management to training, and that such commitment is expressed in the rules and procedure that influence the standard and scope of training in the organization.

Training and Development

The importance of training and development cannot be overemphasized, this is why Cole (1996), stated that Training and Development are planned learning experiences designed to provide workers with competencies needed to perform their current or future jobs. Similarly, Iyayi (2007) referred Training and Development to the process of acquiring new knowledge and skills for carrying out responsibilities at workplace. In the words of Maduabum (2006) authorities are unanimous in accepting that training involves the acquisition of knowledge, skill and attitude required to perform a given job or group of jobs, duties and tasks. In the light of the above definitions, training and development can be seen as a wide-range of deliberate efforts and activities employed by organizations to equip their workforce with the relevant skills, knowledge and attitude in order to carry-out their duties and tasks effectively and efficiently.

Flippo (1984) accurately captured the importance of training and development programmes in organizations, when he asserts that such programmes help to increase productivity, reduce costs, boost morale and promote organizational stability and flexibility. He further points out that through training and development programmes, decision making skills are enhanced, interpersonal skills are promoted, job knowledge is effectively acquired and organizational knowledge is developed, and individual deficiencies are addressed. In the same way, Correl & Kuzmits (1982) highlighted the following general objectives of training and development;

To improve performance and achieve effectiveness

To update employees' skills and avoid managerial obsolescence

To promote job competency

To solve problems

It is logical to say that the effective training and development of Local Government employees will undeniably position the Local Government bureaucracy to function effectively as a potent instrument of rural development and grass-root transformation respectively. That is the reason why Ezeani (2004) concluded that a carefully planned but flexible training programme is vital if the Local Government workforce is to be willing and able to achieve the socio-economic and political goals set for the organization.

It is important to emphasize the fact that an effective training and development programme lies in its ability to equip the recipients (trainees) of such a programme with the relevant knowledge, skills, attitudes and competencies they need to perform their duties efficiently and effectively. It is also germane to acknowledge that many scholars like (McGhee & Thayer, 1961; Cole, 1997, Bloisi, 2007; Nwachukwu, 2007; Dessler, 2008) amongst others have arrived at the

unanimous conclusion that for training and development to be effective, such programmes have to assume a systematic pattern. Now, what exactly constitute a systematic pattern (model) of training. According to Cole (2002), a systematic approach to training and development will generally follow a logical sequence of activities commencing with, the establishment of a policy and the resources to sustain it, followed by an assessment of training needs for which appropriate training is provided, and ending with some form of evaluation and feed-back.

Empirical Review of literature

According to Cole (2002), the basic cycle of the systematic training theory ends with some form of evaluation and feed-back. Hamblin (1974) evaluated training as an attempt to obtain information (feed-back) on the effects of a training programme and to assess the value of the training in the light of that information. The goal of evaluation phase is to examine whether the training programme has been effective in meeting the stated objectives. It also ensures that programmes are accountable and are meeting the particular needs of employees in a cost effective manner. What is more, the information collected in the evaluation process would enable the organization improve on the programme for future trainees (Bernadin, 2007; Nwachukwu, 2007). Kirkpatrick (1967) maintained that trainers should endeavor to collect four types of data when evaluating training programmes (Generally referred to as the four criteria of training evaluation). Namely; (i) Reaction (ii) Learning (iii) Behaviour (iv) organizational result.

Pertaining to the collection of data for the aforementioned four areas of training evaluation in organizations, Byars & Rue (2008) viewed that reaction evaluation in questionnaires are normally administered following training programmes in order to elicit trainees' disposition towards such programmes. They also stated that to determine how much learning is occurring, paper-and-pencil tests, as well as other standard tests should be administered to the trainee both before and after training programmes. Since one of the goals of training is to modify the on-the-job-behaviour or performance of trainees, it then follows that behaviours can be measured by relying on the performance evaluation system to collect ratings of trainees (Bernadin, 2007).

Iyayi (2007) noted that the approach sees training as an activity that contributes to organizations' overall goals, as well as to employees' personal goals. He further notes that systematic approach to training criticizes the old practices of using one method or gadget, hazy objectives, and absence of evaluation. Dwelling on the prevalence and pre-eminence of the systematic approach to training in organizations, Bernadin (2007) highlighted that training needs assessments and evaluations are often rare despite their importance, and most training is informal even though this is not the best approach to use. This view was further reinforced by Cole (2002) when he maintains that "many organizations meet their needs for training in an ad-hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic..."

Ezeani (2004) supportively said that despite efforts at staff training in the Local Government system in most African Countries, training is still sporadic and unsystematic. Apart from the systematic approach to training and development, other variables crucial to the effectiveness of training and development programmes in organizations are discussed below:- Training should be arranged frequently and repeatedly for employers requiring crucial skills and techniques, this provides opportunities for practice, which is important whether the skills being learnt are technical or behavioural (Iyayi: 2007).

This is perfectly compatible with the view of Byars and Rue (2008), which draws attention to the fact that practice and repetition always enhance effective learning. **Motivation:** According to Monappa & Saiyadain (1979), a trainee needs to have a desire to learn and benefit from the programming, but if he is not interested, or is de-motivated, then the learning outcome is going to be insignificant and the organization will have spent its money badly. **Transfer of learning:** Maximum use of training can be made if the trainee is able to transfer his learning to his actual work role. The more similar the learning situation is to the job situation, the higher the degree of transfer the trainee can expect, and hence the greater the relevance of the training programme (Monappa & Saiyadain, 1979).

Competence and Quality of Trainers: The best-planned training programmes are likely to be ineffective if the trainers are poorly qualified. A well-qualified trainer is one who not only has mastery of the technical details of the particular job, but knows how to train, that is to teach, (Pigors & Mayers, 1981). Nwachukwu (2007) viewed a good trainer as one who encourages maximum participation of employees, has a positive attitude and shows enthusiasm in their responsibilities.

Theoretical Framework

This study is based on the utilization of training fund in staff development in Nigerian LGSCs with particular emphasis on Adamawa State Local Government Service Commission, Yola. Various theories are related to this paper which was reviewed.

System Theory

The study adopted the Systems Theory as given by Eckstrand (1964). The systems approach was first developed in the biological and engineering sciences before it was adapted by social scientists in explaining social and organizational phenomena. Easton (1965) utilized the approach in his system analysis of political life. Katz and Khan (1966) also used the open systems approach in studying The Social Psychology of organizations. Nwachukwu (2007) also adopted the systems approach in his analysis of education and training for public management in Nigeria. According to Onah (2008), the systems approach to the study of a phenomenon focuses on the system as a whole, the environment of the system, the interdependent relationships between parts of the system, and the dependency for the system to strive for survival by negotiating with its environment. In the same vein, koontz e (2005) asserted that the advantage of approaching any area of inquiry or any problem as a system is that it enables us to see the critical variables and constraints and their interaction with one another. They further add that the systems theory forces scholars and practitioners in the field of management to be constantly aware that one single element, phenomenon or problem should not be treated without regard to its interacting consequences with other elements.

Nwizu (1997) summarized the major concepts involved in the Systems Theory as follows:

Sub-systems: The parts that make up a whole of a system are called sub-systems. And each system in turn may be a sub-system of a still larger whole. **Synergy:** This means that the whole is greater than the sum of its parts. A watch that is disassembled has the same number of parts as one that is properly assembled. However the assembled watch has a phenomenon that the disassembled one lacks – it keeps time (synergy). **Open and closed systems:** A system is considered an open system if it interacts with its environment. It is considered a closed system if it does not. Having discussed the systems theory from a broad perspective, the study will

now apply the theory to a more specific level of training and development as Eckstrand did in 1964.

According to Eckstrand (1964), the systems theory application to training is analogous to the development of a weapon system. In which case, the system engineer begins with an operational requirement; a precise statement of the objective to be achieved by the system. The systems engineer then works backward from these objectives to produce an arrangement of sub-systems which, when operated according to some operational plan, will fulfill the requirement. Eckstrand (1964) maintained that the design of a training system can proceed in the manner. The behaviour, which men must exhibit on the job, becomes the objective which must be achieved by the training system. The job of the training designer, then, is to select the sequence of a series of learning of experiences which will produce the desired behaviour. A testing (evaluation) phase is required to assure that the training programme designed succeeds in producing men capable of performing as specified.

This study has adopted Eckstrand's system approach to training because phenomena such as staff training and development are considered not only in terms of objectives perse, but also in terms of the objectives and goals of the total organization or "system" in which the individual will be performing his task. An approach that is in conformity with the principle of the general Systems Theory which implies that one must be concerned with the objectives of the particular component within the system. An in-depth assessment, perhaps if not a cursory examination of the aforementioned literature pertaining to the challenges of training and staff development reveals that most of them tend to approach the problems of training and staff development programmes in Nigeria from the 'general' or 'aggregate' perspective of the public service (Government organizations). They paid little or no particular attention to the challenges of training and development from the context of "Local Government Councils".

Also, most of them essentially adopt a theoretical approach in their works. There are few empirical attempts to find out the root causes of the basic problems, and key challenges, militating against effective training and development programmes in Nigeria's public service in general, and the Nation's Local Governments in particular.

Most of them ignored the centrality of systematic training and development to ensuring and guaranteeing the efficacy of such programmes. In view of the foregoing, the original contribution of this research work to existing knowledge in the field of utilization of training fund in staff development in Nigeria stems from the fact that it attempts to fill in those gaps by approaching the challenges, adopting an essentially empirical approach and paying ample attention to the extent which training and development programmes in Nigeria's Local Government Service Commissions are systematically planned (using Adamawa State Local Government Service Commission, Yola.

RESEARCH METHODOLOGY

The study adopted descriptive statistics using simple percentage, to investigate the impact of the utilization of training fund on staff development in LGSCs. Descriptive design was used because documentary data and secondary source were involved. The population of this study comprises all the twenty one (21) local governments in Adamawa state, however, for easy accessibility and availability of data for all the period under study (2010 – 2014). The scope is

limited to five years audited financial statement of LGSC from 2010 to 2014. Three local government areas were filtered out from each senatorial zone of the state. Therefore, the sample size of the study is nine (9) local government areas. The selection was based on the three senatorial zones were ably represented.

The list of selected Local Government Areas.

1	Yola South
2	Yola North
3	Girie
4	Mubi North
5	Madagale
6	Michika
7	Numan
8	MayoBelwa
9	Ganye

Source: By the Author.

Analysis and Findings

Table 1 showing Allocation of Training Fund to LGSC from 2010 to 2014

Year	Training Fund Allocated
2010	180,148,290.67
2011	265,505,857.91
2012	260,372,789.28
2013	233,376,084.00
2014	233,690,674.00

Source: Extracted from Audited Financial Statement of Adamawa State LGSC.

Table 2. Allocation of training funds

TRAININGS	2010	2011	2012	2013	2014
In-service Training	15,000,000.00	24,995,817.96	28,850,650.00	12,785,500.00	8,500,000.00
Workshops	136,850,000.00	212,960,000.00	208,150,000.00	219,472,000.00	221,000,000.00
Seminar	28,298,290.67	27,550,000.00	23,372,139.28	1,118,584.00	4,190,670.00
TOTAL	180,148,290.67	265,505,817.96	260,372,139.28	233,376,084.00	233,690,674.00

Sourced: Extracted from Audited Financial Statement of Adamawa State LGSC.

Table one above shows the total allocation of training fund received for the period of five years, from 2010 to 2014. The allocation includes In-service Training allowances, Workshops as well as Seminars, (National and International). From Table above, the allocation for in-service training, workshops and seminars are reflected year by year from 2010 to 2014.

ANALYSIS OF TRAINING FUNDS**In-service Training: 2010**

$$\frac{15,000,000.00}{180,148,290.67} \times 100 = \underline{\underline{8\%}}$$

In-service Training: 2011

$$\frac{24,995,817.96}{265,505,817.96} \times 100 = \underline{\underline{9.4\%}}$$

In-service Training: 2012

$$\frac{28,850,650.00}{260,372,139.28} \times 100 = \underline{\underline{11\%}}$$

In-service Training: 2013

$$\frac{12,785,500}{233,376,084.00} \times 100 = \underline{\underline{5.5\%}}$$

In-service Training: 2014

$$\frac{8,500,000.00}{233,690,674.00} \times 100 = \underline{\underline{3.6\%}}$$

Workshops 2010

$$\frac{136,850,000.00}{180,148,290.67} \times 100 = \underline{\underline{76\%}}$$

Workshops 2011

$$\frac{212,960,000.00}{265,505,000.00} \times 100 = \underline{\underline{80.2\%}}$$

Workshops 2012

$$\frac{208,150,000.00}{260,372,139.28} \times 100 = \underline{\underline{80\%}}$$

Workshops 2013

$$\frac{219,472,000.00}{233,376,084.00} \times 100 = \underline{\underline{94\%}}$$

Workshops 2014221,000,000.00233,690,674.00 x 100 = **94.6%****Seminar (National &International)2010**28,148,290.67180,148,290.67 x 100 = **16%****Seminar (National &International) 2011**27,550,000.00265,505,817.96 x 100 = **10.4%****Seminar (National &International) 2012**23,372,139.28260,372,139.28 x 100 = **9%****Seminar (National &International)2013**1,118,584.00233,376,084.00 x 100 = **0.5%****Seminar (National &International) 2014**4,190,670.00233,690,674.00 x 100 = **1.8%****Table 4: Percentage (%) of Training Fund Allocation from 2010 to 2014**

TRAINING	2010	2011	2012	2013	2014
In-service Training	8%	9.4%	11%	5.5%	3.6%
Workshops	76%	80.2%	80%	94%	94.6%
Seminars	16%	10.4%	9%	0.5%	1.8%
TOTAL	100%	100%	100%	100%	100%

RESULTS AND DISCUSSIONS

Table 4: above shows the Percentage (%) of training fund allocated to various trainings, from 2010 to 2014. From the analysis, it is clear that In-service training and Seminars are not well organized in the commission. The in-service training rates from 3.6% to 0.4% only, while that of seminar trainings rates is from 0.5% to 16% only. What this means is that the bulk of training fund is allocated to conducting of workshops as the ratings shows. Workshops rates from 76%

to 94.6%, this shows that the training funds has a significant relationship with workshops conducted.

Based on the analysis above, the major findings and implications include the following. The finding reveals that training fund is very vital for staff development and organizational productivity. Similarly, the finding also reveals that there is inadequate training fund allocated to the commission by the state government. Additionally, the paper finds out that the bulk of the training fund goes to organizing workshops; while a little fraction is allocated to in-service training as well as seminars. Given the key roles played by the Local Government service commission in driving, facilitating and sustaining socio-economic developments at the grassroots level, its bureaucrats and technocrats have to be equipped with the requisite skills, knowledge, competencies and attitudes. By implication, the impact of training fund in Adamawa State Local Government service commission is mainly for the purpose of workshops only, to the neglect of in- service and seminars. It should be noted that workshops only may not provide the desired training because it is only on the job training (short term impact) rather than full term educational training which will have better and long term impact on staff development. The results indicates that in-service and seminars have insignificant relationship with the training fund as only a small percentage is allocated to them, while workshops carries the lion share of the training fund.

The training and development policy of Local Government staff by the local government commission is not sufficiently comprehensive to effectively guide, regulate and enhanced training and development. Secondly, (ii) workshops programmes conducted for the local Government's staff are not only infrequent, but also, hardly take place at strategic periods. Similarly, (iii) In- service training activities in the Local Government are biased and lopsided, as equity and fairness are not in most cases considered in the selection of staff for in-service training. Fourthly, (IV) the contents of training programmes for local government employees are scarcely matching with the duties and demands of workers' job schedule; and finally, (v) the "not too impressive" level of job performance exhibited by the Local Government's staff is not unconnected with the undesirable features that beset training programmes in the organization. These findings are in agreement with the findings of Okoye and Ezejiolor, (2013) who found similar results based on their study conducted in Lokoja local government service commission of Kogi State, Nigeria.

It is also useful to note that the findings and recommendations of this study would be invariably relevant and useful to other Local Government service commissions in the country, Finally, the unique approach of this empirical research certainly opens up new areas for prospective research into the impact of training fund on staff development for capacity building of Local Government employees in particular, and other public service staff in general.

CONCLUSION AND RECOMMENDATIONS

This study contributes to the body of knowledge on the impact of training fund on staff development in Adamawa state local government service commission. The study is indeed unique as it covers training and development from the context of Local Government using a descriptive approach. The research finds that workshops programmes conducted for the local Government's staff are not only infrequent, but also, hardly take place at strategic periods. Similarly, in- service training activities in the Local Government are biased and lopsided, as

equity and fairness are not in most cases considered in the selection of staff for in-service training.

The paper recommends that the commission should be adequately funded in order to organize more and qualitative training such as workshops, in-service trainings, seminars and conferences to enhance staff capacity for optimal performance and high productivity. That the whole allocation for training fund should be fairly and exclusively distributed for conducting workshops, in-service as well as seminars, rather than unfair distribution, because each training is as important as the other; no training should be given more priority against the other. Furthermore, in-service training and seminar allowances should be reviewed upwards to motivate staff for active participation and contribution. Finally, the commission should from time to time, conduct opinion survey on the impact of the training programmes to assess the level of skill, knowledge and expertise acquired by the staff to enhance their performances.

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